

CAMBRIDGE

SECOND EDITION  
**STUDENT'S BOOK**  
with Interactive eBook

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1

CEFR  
**A2**



**AMERICAN  
THINK**

Better  
Learning



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<b>Unit 1</b> <b>Having a good time</b> p 12	Talking about routines and everyday activities Expressing likes and dislikes Giving warnings and stating prohibition Developing Speaking: Talking about free-time activities	Simple present review <i>like + -ing</i> Adverbs of frequency	Hobbies <b>WordWise:</b> Collocations with <i>have</i>
<b>Unit 2</b> <b>Spending money</b> p 20	Role-play: Buying things in a store Talking about what people are doing at the moment	Present continuous Verbs of perception Simple present vs. present continuous	Stores Clothes

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**Life Competencies:** Solving problems , **Culture:** The wonderful world of sports , Review

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PRONUNCIATION	THINK!	SKILLS
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Contractions	<b>Values:</b> Fashion and clothing <b>Train to THINK:</b> Exploring numbers	<b>Reading</b> Chat conversation: Shopping Web forum: It's Sunday afternoon, what can I do? <b>Writing</b> An email to say what you're doing <b>Listening</b> Store conversations

A2 Key for Schools Exam practice

Vowel sounds /ɪ/ and /i:/	<b>Values:</b> Food and health	<b>Reading</b> Online article: Creepy-crawlies – the superfood of the future? Online blog: Eating around the world <b>Writing</b> What you eat <b>Listening</b> Ordering food in a cafe
-er /ər/ at the end of words	<b>Values:</b> Movie families <b>Train to THINK:</b> Making inferences	<b>Reading</b> Blog: Old movies, great families News article: Suzie saves her mom <b>Writing</b> An invitation <b>Listening</b> Why I love my family!

A2 Key for Schools Exam practice

-ed endings /d/, /t/, /ɪd/	<b>Values:</b> Following your dreams	<b>Reading</b> Magazine article: The 21st century caveman Travel blog: Our vacation castle <b>Writing</b> A summary / a blog post <b>Listening</b> My favorite room
Stressed syllables in words	<b>Values:</b> Friendship <b>Train to THINK:</b> Making decisions	<b>Reading</b> Web article: A special friendship Magazine article: Life stories – Pen pals for years <b>Writing</b> A thank-you note <b>Listening</b> Giving advice

A2 Key for Schools Exam practice

Vowel sounds: /ʊ/ and /u/	<b>Values:</b> Caring for people and the environment	<b>Reading</b> Article: "... just because I didn't want to take a bath" Website: Product reviews <b>Writing</b> A paragraph about housework <b>Listening</b> Radio show: advice for young inventors
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A2 Key for Schools Exam practice

Vowel sounds: /ɪ/ and /aɪ/	<b>Values:</b> Valuing our world	<b>Reading</b> Magazine article: The wild side of life Blog: Extreme nature! <b>Writing</b> An email about an amazing weather event <b>Listening</b> Interview with a Kalahari bushman
Voiced /ð/ and unvoiced /θ/	<b>Values:</b> Appreciating other cultures <b>Train to THINK:</b> Problem solving	<b>Reading</b> Emails: Experiences in foreign countries Letters to a local government website: How can we improve our town? <b>Writing</b> An informal email <b>Listening</b> Teens making plans

A2 Key for Schools Exam practice

The /h/ consonant sound	<b>Values:</b> Exercise and health	<b>Reading</b> Magazine article: Changing bodies Blog: Old Wives' Tales <b>Writing</b> A phone message <b>Listening</b> Conversations about physical problems
Sentence stress	<b>Values:</b> Travel broadens the mind <b>Train to THINK:</b> Exploring differences	<b>Reading</b> Newspaper article: A world record breaker Magazine article: Traveling the world from your sofa! <b>Writing</b> An essay: Someone I admire <b>Listening</b> A traveler talking to a class

A2 Key for Schools Exam practice

**Pronunciation** pages 120–121

**Get it right!** pages 122–126

**Speaking activities** pages 127–128

# WELCOME

## A ALL ABOUT ME

### Personal information



- 1 W.01 Put the dialogue in order. Number the boxes. Listen and check.

- ☒ 1 Ryan Hi. I'm Ryan.  
☐ Ryan I'm thirteen. How about you?  
☐ Ryan Australia.  
☐ Ryan Hello, Claudia. Where are you from?  
☐ Claudia Me? I'm thirteen, too.  
☐ Claudia I'm from Brazil. And you?  
☐ Claudia Hi, Ryan. My name's Claudia.  
☐ Claudia Cool! How old are you, Ryan?

- 2 W.02 Complete the dialogue with the phrases in the list. Listen and check.

are | meet | this | too

- Ryan Claudia – <sup>1</sup>\_\_\_\_\_ is my friend Ahmed.  
 Ahmed Hi, Claudia. Nice to <sup>2</sup>\_\_\_\_\_ you.  
 Claudia Nice to meet you, <sup>3</sup>\_\_\_\_\_, Ahmed. And this is my friend: her name's Laura.  
 Laura Hi, guys. How <sup>4</sup>\_\_\_\_\_ you? I'm Laura.  
 Laura Junqueira.

- 3 SPEAKING Imagine you are a famous person. Work in pairs, then in groups.

- 1 Tell your partner who you are.  
 2 Introduce your partner to the others in the group.

*Hi, I'm Diego Luna.*

*Hello, my name's Jennifer Lopez. And this is my friend Luis Miguel.*

## Nationalities and be

- 4 Complete the names of the countries with the correct consonants.



1 \_ e \_ i \_ o



7 \_ \_ a i \_



2 \_ u \_ \_ e \_



8 \_ \_ a i \_



3 l \_ a \_ \_



9 \_ o \_ o \_ \_ i a



4 \_ \_ i \_ a



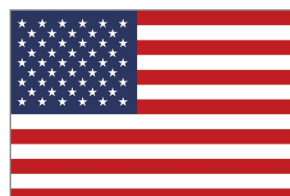
10 A \_ \_ e \_ \_ i \_ a



5 \_ u \_ \_ i a



11 the U \_ i \_ e \_  
\_ i \_ \_ \_ o \_



6 the U \_ i \_ e \_  
\_ \_ a \_ e \_



12 the  
\_ e \_ \_ e r \_ a \_ \_ \_



Carlos and Juan

0 They're Mexican.

Micaela

1 She's

Liam and Evelyn



2 \_\_\_\_\_

Havva and Miray



3 \_\_\_\_\_

João



4 \_\_\_\_\_

Camila



5 \_\_\_\_\_

Li Na



6 \_\_\_\_\_

Ricardo



7 \_\_\_\_\_

Natasha and Daria



8 \_\_\_\_\_

Lorenzo



9 \_\_\_\_\_

5 What nationality are the people? Write the sentences.

6 W.03 Complete the dialogue with the correct forms of *be*. Then listen and check.

Claudia So, Ahmed – where <sup>0</sup> are you from?

Ahmed Me? I <sup>1</sup> \_\_\_\_\_ from Britain. Ryan here <sup>2</sup> \_\_\_\_\_ from Australia, but I <sup>3</sup> \_\_\_\_\_ British.

Laura But <sup>4</sup> \_\_\_\_\_ your name British?

Ahmed Oh, good question. Well, no it <sup>5</sup> \_\_\_\_\_. My parents <sup>6</sup> \_\_\_\_\_ from Egypt, and so my name <sup>7</sup> \_\_\_\_\_ from Egypt, too. But my sister Fatima and I were both born in London, so we <sup>8</sup> \_\_\_\_\_ both British.

Claudia That <sup>9</sup> \_\_\_\_\_ cool. I think your name <sup>10</sup> \_\_\_\_\_ really nice.

Ahmed Thank you! And you two, <sup>11</sup> \_\_\_\_\_ you both Brazilian?

Laura That <sup>12</sup> \_\_\_\_\_ right. But we <sup>13</sup> \_\_\_\_\_ not from the same city. I <sup>14</sup> \_\_\_\_\_ from Belo Horizonte, and Claudia <sup>15</sup> \_\_\_\_\_ from São Paulo. We <sup>16</sup> \_\_\_\_\_ students at the language school here.

## Names and addresses

7 W.04 Ahmed calls a taxi. Listen and complete the information.

### ABBY'S TAXIS

#### Trip details

Taxi for <sup>1</sup> \_\_\_\_\_  
 Going to <sup>2</sup> \_\_\_\_\_  
 Pick up at <sup>3</sup> \_\_\_\_\_ a.m./p.m.  
 From <sup>4</sup> \_\_\_\_\_ Street  
 Number of passengers <sup>5</sup> \_\_\_\_\_



8 W.05 Now listen to a phone call. Correct each of these sentences.

0 Fernando calls Alejandra.

*No – Alejandra calls Fernando.*

1 They met last Wednesday.

2 There's a party at Alejandra's place next Friday.

3 The party starts at seven thirty.

4 Alejandra lives at 134 Markam Avenue.

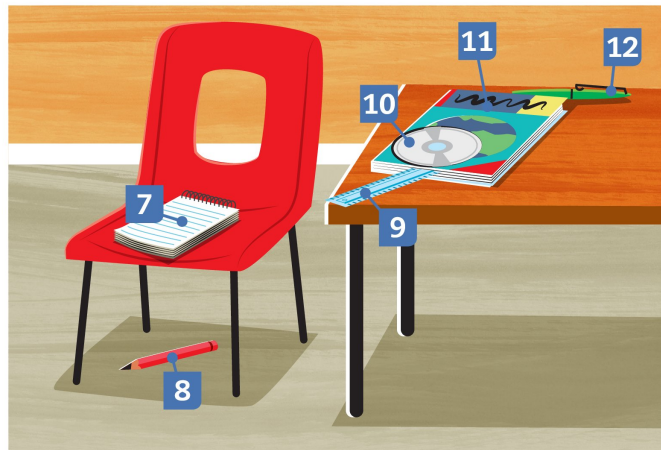
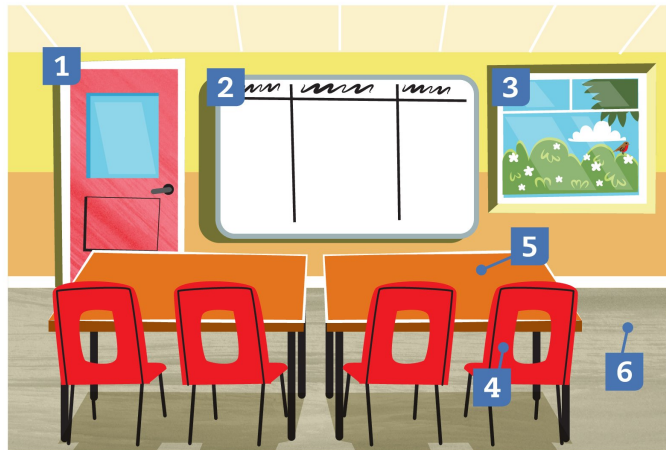
5 Her phone number is 555-788-2240.

## B WHAT'S THAT?

### Things in the classroom

1 Look at the pictures. Write the correct number next to each word.

board <input type="checkbox"/>	book <input type="checkbox"/>	CD <input type="checkbox"/>	chair <input type="checkbox"/>	desk <input type="checkbox"/>	floor <input type="checkbox"/>
pen <input type="checkbox"/>	pencil <input type="checkbox"/>	ruler <input type="checkbox"/>	window <input type="checkbox"/>	door <input type="checkbox"/>	notebook <input type="checkbox"/>



### Prepositions of place

2 Look at the pictures. Choose the correct word.

- 0 The notebook is under / on / behind the chair.
- 1 The pencil is on / in front of / under the floor.
- 2 The pencil is behind / between / under the chair.
- 3 The book is in / on / in front of the desk.
- 4 The pen is behind / under / in the book.
- 5 The ruler is in / between / under the book.
- 6 The board is in front of / between / behind the door and the window.
- 7 The book is under / on / in front of the pen.

### Classroom language

3 W.06 Complete each sentence with a word from the list. Listen and check.

again | ask | don't | hand | me  
mean | page | say | spell | understand

- 1 Excuse \_\_\_\_.
- 2 Can I \_\_\_\_ a question, please?
- 3 Can you say that \_\_\_\_, please?
- 4 How do you \_\_\_\_ *comer* in English?
- 5 Open your books to \_\_\_\_ 56.
- 6 Raise your \_\_\_\_ if you know the answer.
- 7 Sorry, I \_\_\_\_ know.
- 8 Sorry, I don't \_\_\_\_.
- 9 What does this word \_\_\_\_?
- 10 Excuse me. How do you \_\_\_\_ that word? Is it D-R-I-E-D or D-R-Y-E-D?

4 W.07 Use one of the sentences in Exercise 3 to complete each mini-dialogue. Listen and check.

- 1 Teacher Good morning, everyone.  
Student Good morning.  
Teacher OK. Let's start. \_\_\_\_\_
- 2 Teacher So, Michael, what's the answer?  
Michael \_\_\_\_\_  
Teacher That's OK. What about you, Susie?
- 3 Student \_\_\_\_\_,  
Mrs. McFarlane. I have a question.  
Teacher Yes, what is it?
- 4 Student \_\_\_\_\_: "starving"?  
Teacher It means "very, very hungry."

5 W.08 Put the dialogue in order. Number the boxes. Listen and check.

- ☐ A R-O-U-G-H.
- ☐ A No, that's not right!
- ☒ 1 A How do you think you spell the word "rough"?
- ☐ A No, that's really how you spell it.
- ☐ B OK, how do you spell it, then?
- ☐ B Oh. Let me think. Is it R-U-F-F?
- ☐ B You're kidding!

6 SPEAKING Work in pairs. Think of a word in English. Can your partner spell it?

How do you spell "tomorrow"?

T-O-M-O-R-R-O-W.

That's right.



## Object pronouns

### 7 Complete each sentence with the correct pronoun.

- 0 He's a good singer – we like him a lot.
- 1 My books are in your bag. Can you get \_\_\_\_\_, please?
- 2 I have a new bike – I'm going to ride \_\_\_\_\_ this afternoon.
- 3 Where are you? I can't see \_\_\_\_\_.
- 4 I don't know where the math class is – can you show \_\_\_\_\_?
- 5 She doesn't know, so please tell \_\_\_\_\_.
- 6 We like our parents. They give \_\_\_\_\_ lots of love!

### this / that / these / those

### 8 Match the pictures and sentences.

- 1 What animal is this?
- 2 What animal is that?
- 3 These shoes are nice.
- 4 Those shoes are nice.



A



C



B



D

### 9 Complete the email by writing the words in the correct spaces. There are three extra words.

are | do | does | how | it | lot | me  
them | there | understand | what | who



Liz  
lima565@email.net

Hello from Italy

Hi Liz,

I'm writing to you from Italy! My family and I <sup>0</sup> are on vacation here for a week. It's really nice here. Italian people are very friendly, but of course I don't speak Italian, so I don't <sup>1</sup> \_\_\_\_\_ when people talk to me. But a <sup>2</sup> \_\_\_\_\_ of people here speak English, so it's OK.

Our hotel is great. <sup>3</sup> \_\_\_\_\_ is a gym downstairs with a swimming pool – it's really big! I have dinner late – usually after eight o'clock! And it's always really good – the pasta is delicious, but I usually have pizza. Dinner is my favorite meal – I love <sup>4</sup> \_\_\_\_\_.

So, <sup>5</sup> \_\_\_\_\_ are you? I hope you are enjoying your vacation, too. I want to buy a present for you here in Italy. <sup>6</sup> \_\_\_\_\_ would you like? <sup>7</sup> \_\_\_\_\_ you like Italian music? Write and tell <sup>8</sup> \_\_\_\_\_, OK?

Have a good time and write soon.

Love,  
James

## C ABOUT TIME

### Days and dates



#### 1 W.09 Listen and choose the correct information.

- Nathan Hi, Kim. Why are you so happy today?  
 Kim Because it's February <sup>1</sup>21st / 22nd / 23rd.  
 Nathan And what's special about that date?  
 Kim It's my birthday!  
 Nathan Really! Happy birthday, Kim.  
 Kim Thanks. I'm <sup>2</sup>12 / 13 / 14 today.  
 Nathan Lucky you!  
 Kim When is your birthday, Nathan?  
 Nathan It's in <sup>3</sup>August / September / October.  
 Kim What date?  
 Nathan The <sup>4</sup>11th / 12th / 13th. I think it's on a <sup>5</sup>Tuesday / Thursday / Friday this year.

#### 2 W.10 Complete the names of the days and months. Listen and check.

##### DAYS

- 1 M o n d a y                      5 F \_\_\_\_\_  
 2 T \_ \_ s d \_ \_                      6 S \_ \_ \_ r \_ \_ \_  
 3 W \_ \_ n \_ \_ d \_ \_                      7 S \_ \_ \_ \_ \_  
 4 \_ h u \_ \_ \_ \_ y

##### MONTHS

- 1 J \_ \_ u \_ \_ y                      7 J \_ \_ y  
 2 F \_ b r u \_ \_ \_                      8 A \_ \_ u \_ \_  
 3 M \_ \_ \_ h                      9 S \_ \_ \_ \_ m b e r  
 4 \_ p \_ \_ l                      10 O \_ \_ \_ \_ e r  
 5 M \_ \_ \_                      11 \_ \_ v e m \_ \_ \_  
 6 J \_ \_ \_ \_                      12 D \_ \_ \_ \_ \_ \_ \_

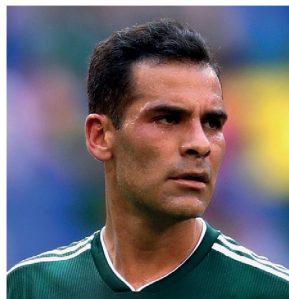
#### 3 Match the numbers and the words.

first	15th
second	12th
third	22nd
fourth	20th
fifth	31st
twelfth	3rd
fifteenth	1st
twentieth	2nd
twenty-second	4th
thirty-first	5th

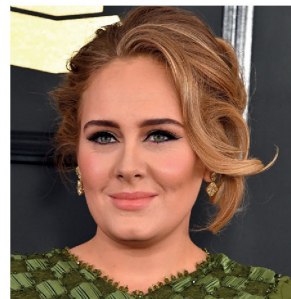
#### 4 W.11 How do you say these numbers? Listen and check.

6th | 12th | 16th | 19th | 22nd | 23rd | 30th

#### 5 W.12 Listen and write the people's birthdays.



1 February 13th



4 \_\_\_\_\_



2 \_\_\_\_\_



5 \_\_\_\_\_



3 \_\_\_\_\_



6 \_\_\_\_\_

#### 6 Walk around the classroom. Ask and answer questions. Whose birthday is closest to your birthday?

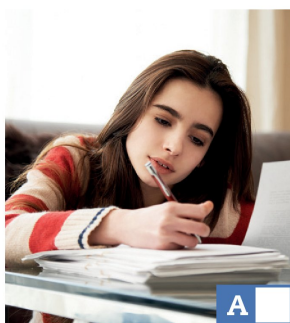
When's your birthday?

It's on March 17th.



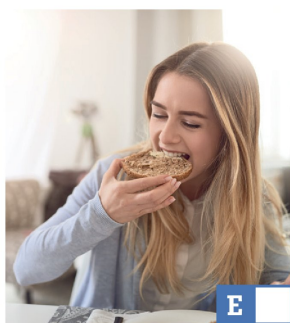
## My day

7 Put the photos in the order you do the actions.



A

I do my homework.



E

I have breakfast.



B

I get home.



F

I go to bed.



C

I get up.



G

I have dinner.



D

I have lunch.



H

I go to school.

8 Look at the sentences in Exercise 7. Write them in the correct column for you.

Morning	Afternoon	Evening
<i>I get up.</i>		

9 Match the clocks and the times.

- It's ten to one.
- It's six o'clock.
- It's three thirty.
- It's eight o'clock.

- It's ten to eight.
- It's 10:30.
- It's twenty after ten.
- It's eight thirty.



A 3

I get home.



E

I \_\_\_\_\_



B

I \_\_\_\_\_



F

I \_\_\_\_\_



C

I \_\_\_\_\_



G

I \_\_\_\_\_



D

I \_\_\_\_\_



H

I \_\_\_\_\_

10 W.13 Listen to Mayra. Write about her day under the clocks in Exercise 9.

**Look**

noon to midnight = p.m.

midnight to noon = a.m.

12 a.m. = midnight

12 p.m. = noon

1 a.m. = 1 o'clock in the morning

1 p.m. = 1 o'clock in the afternoon

11 **SPEAKING** Work in pairs. Talk about your day.

*I go to school at seven thirty.*

*I do my homework at four o'clock.*

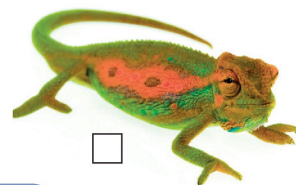
## D MY THINGS

### My possessions

- 1 Read Brian's blog and check (✓) the photos of the things he has.
- 2 Work in pairs. Put the things Brian mentions in his blog in the correct list.

PERSONAL POSSESSIONS: TV, laptop,

PETS: cat, \_\_\_\_\_



### have

- 3 Complete the table with *do*, *does*, *doesn't*, *don't*, *has*, or *have*.

Positive	Negative
I have a pet.	I don't (do not) have a dog.
You <sup>1</sup> _____ a pet.	You don't (do not) <sup>5</sup> _____ a dog.
He has a pet.	He doesn't (do not) have a dog.
She <sup>2</sup> _____ a pet.	She <sup>6</sup> _____ (do not) have a dog.
We <sup>3</sup> _____ a pet.	We <sup>7</sup> _____ (do not) have a dog.
They <sup>4</sup> _____ a pet.	They <sup>8</sup> _____ (do not) have a dog.
Questions	Short answers
Do I have a pet?	Yes, you do. / No, you don't.
<sup>9</sup> _____ you have a pet?	Yes, I <sup>13</sup> _____. / No, I <sup>14</sup> _____. /
Does he have a pet?	Yes, he does. / No, he doesn't.
<sup>10</sup> _____ she have a pet?	Yes, she <sup>15</sup> _____. / No, she <sup>16</sup> _____. /
<sup>11</sup> _____ we have a pet?	Yes, we <sup>17</sup> _____. / No, we <sup>18</sup> _____. /
<sup>12</sup> _____ they have a pet?	Yes, they <sup>19</sup> _____. / No, they <sup>20</sup> _____. /

- 4 Complete the sentences with the correct form of *have* so they are true for you.

- 1 I \_\_\_\_\_ a tablet.
- 2 My mom \_\_\_\_\_ a computer.
- 3 I \_\_\_\_\_ a cat.
- 4 My best friend \_\_\_\_\_ a sister.
- 5 I \_\_\_\_\_ a computer in my bedroom.
- 6 My family \_\_\_\_\_ two cars.

- 5 **SPEAKING** Walk around the classroom. Find someone who has ...

- |                           |                           |
|---------------------------|---------------------------|
| 1 a blue bike             | 5 two brothers or sisters |
| 2 a cat                   | 6 a laptop                |
| 3 a lot of books          | 7 an unusual pet          |
| 4 a TV in his/her bedroom | 8 a house with a yard     |

Do you have a bike?

Yes, I do.

What color is it?



## I like and I'd like

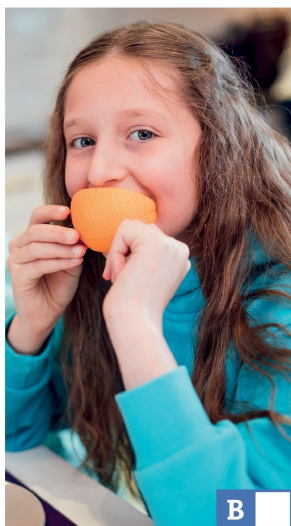
### 6 Match the pictures and the sentences.



A



C



B



D

- 1 I like oranges.                      3 I like showers.  
2 I'd like an orange.                4 I'd like a shower.

### 7 W.14 Complete with I like or I'd like. Listen and check.

- 0 A What's your favorite food?  
B I like pizza best.
- 1 A Can I help you?  
B Yes, \_\_\_\_\_ a hot dog.
- 2 A \_\_\_\_\_ some ice cream, please.  
B Chocolate or strawberry?
- 3 A What do you want to watch?  
B Well, \_\_\_\_\_ comedies, so can we watch something funny, please?
- 4 A \_\_\_\_\_ soccer. Do you?  
B Not really. I think tennis is better.
- 5 A Do you want a pet for your birthday?  
B \_\_\_\_\_ a cat, please!

### 8 Complete with the words in the list.

apple juice | chicken | ice cream | orange

## Lunch Combo

### Sandwiches:

cheese or <sup>1</sup> \_\_\_\_\_

### Desserts:

cake or <sup>2</sup> \_\_\_\_\_

### Fruit:

apple or <sup>3</sup> \_\_\_\_\_

### Drinks:

water or <sup>4</sup> \_\_\_\_\_



### 9 W.15 Listen to the dialogue. What does Oscar choose for his lunch?

### 10 W.15 Write the questions to complete part of the dialogue. Listen again and check.

What kind of fruit would you like?  
Do you have oranges?  
What would you like for lunch today?  
Would you like a chicken sandwich or a cheese sandwich?  
A Hi, Oscar.

- <sup>1</sup> \_\_\_\_\_  
B I'd like a lunch combo, please.  
A <sup>2</sup> \_\_\_\_\_  
B A chicken sandwich, please.  
A <sup>3</sup> \_\_\_\_\_  
B <sup>4</sup> \_\_\_\_\_  
A Yes, we do.  
B An orange, please.

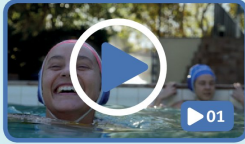
### 11 SPEAKING Work in pairs. Make a picnic lunch for your partner. Ask and answer questions.

*What would you like for ... ?*

*Would you like a ... or ... ?*



# 1 HAVING A GOOD TIME



## Get THINKING

Watch the video and think:  
what makes you happy?

## OBJECTIVES

### FUNCTIONS:

talking about routines and everyday activities; expressing likes and dislikes; giving warnings and stating prohibition; talking about free time activities

### GRAMMAR:

simple present review; like + -ing;  
adverbs of frequency

### VOCABULARY:

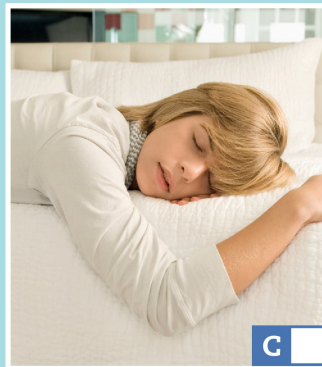
hobbies; collocations with *have*



A



B



C



D



E



F



G



H



## READING

### 1 Match the activities and the photos.

- |                         |                   |
|-------------------------|-------------------|
| 1 sleeping              | 5 reading         |
| 2 doing homework        | 6 dancing         |
| 3 doing exercise        | 7 doing housework |
| 4 texting on your phone | 8 singing         |

### 2 Do you enjoy these activities? Write *always*, *sometimes*, or *never*.

- Sleeping is \_\_\_\_\_ fun.
- Reading is \_\_\_\_\_ boring.
- Doing homework is \_\_\_\_\_ interesting.
- Dancing is \_\_\_\_\_ easy.
- Doing exercise is \_\_\_\_\_ boring.
- Doing housework is \_\_\_\_\_ difficult.
- Texting on my phone is \_\_\_\_\_ fun.
- Singing is \_\_\_\_\_ difficult.

### 3 SPEAKING Work in groups of three and compare your ideas from Exercise 2.

*I think reading is sometimes boring.*

*Really? I think it's never boring.*

### 4 SPEAKING Think of more activities and say what you think.

*Playing soccer is always fun.*

*Studying is sometimes interesting.*

### 5 1.01 Read and listen to the quiz on page 13. Then take the quiz and compare your score with a partner.